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ABSTRACT

This guide provides a description of "Crisis: Urban Education," a series of four half-hour documentaries, aired on public television stations and produced by Thirteen-WNET, that explore the human side of the educational crisis. The series described in this guide presents the latest thinking of school reform experts, and highlights bold and innovative strategies that concerned communities are using to revitalize education. The titles of the documentaries are: (1) "The Educational Factory"; (2) "The Disengaged"; (3) "The Good School"; and (4) "Making the System Work." Descriptions of each of these four programs include the following components: (1) program information, including concept, summary, and a program quote that explores the main idea; (2) description of a solution in progress; (3) policy quote by a key figure in the educational community; (4) key elements of reform presented in the program; and (5) issues to discuss. Information about specific schools and/or school programs is provided for include Redwood City (CA), Dade County (FL), Fort Wayne (IN), New Brunswick (NJ), Trenton (NJ), New York (NY), and Rochester (NY). The following additional resources are presented in this guide: (1) a list of reform initiatives nationwide containing brief profiles of creative approaches to school reform; (2) a list of selected resources for further investigation that provide the follow-up information viewers need to get involved in educational reform; and (3) a bibliography of selected titles pertaining to educational reform. (JS)

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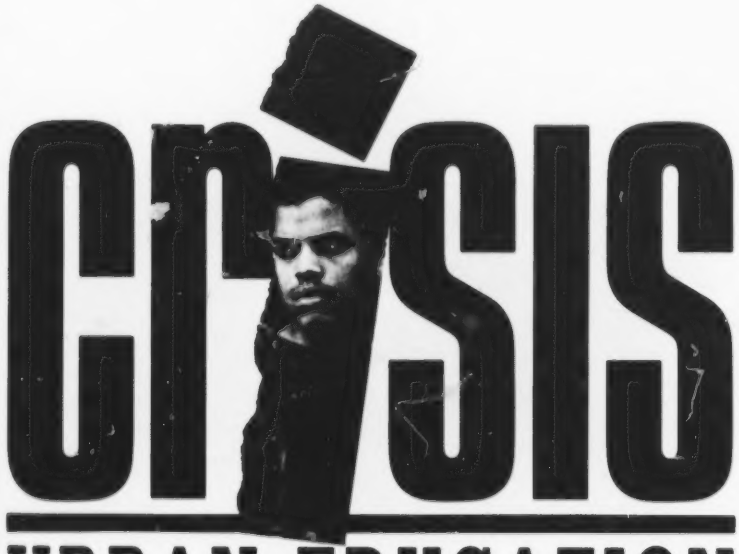
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

"When you find an individual school that works it's almost always because it's running against the grain. You get some teacher or more usually a principal who really doesn't give a damn about the system. They are willing to ignore or subvert every rule in the book in order to get the job done for the kids. Those are rare people. They burn out fast. They leave....The issue is how to create entire school districts in which people like that can flourish."



URBAN EDUCATION

Viewer's Guide to the PBS Series

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Dear Viewer,

Education is everyone's concern. Our children are our future, and each of us has a stake in making sure that the citizens of tomorrow are prepared to face the challenges of our changing world.

With **CRISIS: URBAN EDUCATION,** public television is using the power of the medium to address important societal issues and to stimulate thinking, discussion, and ultimately action. These four half-hour documentaries, produced by **Thirteen·wnet**, explore the human side of the educational crisis. The series presents the latest thinking of school reform experts, and highlights bold and innovative strategies that concerned communities are using to revitalize education. While these programs focus on schools in several northeastern cities, the issues and problems discussed affect communities throughout the country.

We would like to thank IBM for generously underwriting both the national broadcast of **CRISIS: URBAN EDUCATION** and this Viewer's Guide.

We hope that **CRISIS: URBAN EDUCATION** will encourage you to become involved in school reform in your community, joining the many individuals and organizations already committed to this effort. If all of us work together, we can make a difference.

Sincerely,

Bill Baker

Dr. William F. Baker
President, **Thirteen·wnet**

To the Viewer

This guide has been developed for use with **CRISIS: URBAN EDUCATION.** It is designed to encourage viewers to participate in the ongoing public debate about educational reform. It can be used by individuals or by school, parent, and community groups interested in reexamining long-held beliefs about the role and responsibility of schools.

Material for each of the four programs includes these components:

Program Information: includes a background statement of the program's **concept**, a program **summary**, and a program **quote** that explores a key idea.

Solution in Progress: includes a profile of a particular school that has responded to the issues raised in the program. The solution examines one approach taken by a school to confront a complex set of problems. Follow-up information for each model can be found in the section entitled **Reform Initiatives Nationwide**.

Policy Quote: quotes a key figure in the educational community to help extend the reader's understanding of the **Solution in Progress**.

Elements of a Solution: identifies key elements of reform presented in the program and in the **Solution in Progress**.

Issues to Discuss: stimulates group discussion and exploration of the concepts and issues presented.

Additional resources include:

Reform Initiatives Nationwide: profiles creative approaches to school reform.

Dear Viewer,

Creative solutions are evolving in response to our nation's concern with elementary and secondary education.

Leaders in education, government, and business are focusing on the widening gap between the number and quality of high school graduates and the skills required for employment and full participation in our society. The challenges faced by schools to produce students with these skills are particularly visible in our cities.

IBM is proud to fund the nationwide broadcast of the PBS series, **CRISIS: URBAN EDUCATION**. While there has been much attention on the problems of our schools, this series focuses on solutions. We believe that all of us must share the responsibility for the education of our youth. Together, we must ensure an environment that prepares every student to be a successful participant in our society.

IBM has a long-standing commitment to education – preschool, K-12, higher education and employee and customer education – because it is essential to sustain a competitive work force for ourselves, our customers, and our nation. By supporting this series, we salute those who are contributing to this vital mission.

Sincerely,

Ursula F. Fairbairn

Ursula F. Fairbairn
IBM Director of Education and Management Development

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Transcripts are available for each program in this four-part series. The cost of each transcript is $3.00. Mail your check or money order, payable to Educational Broadcasting Corp., to: **CRISIS: URBAN EDUCATION**, P.O. Box 12361, Overland Park, KS 66212.

Viewers are encouraged to investigate those initiatives that are applicable to their own needs. Further information is available from the sources listed.

Selected Resources for Further Investigation: provides the follow-up information viewers need to get involved in educational reform on the local and national level.

Bibliography: provides a listing of selected titles pertaining to educational reform.

Videocassettes

The four-part series **CRISIS: URBAN EDUCATION** is available on a single two-hour VHS videocassette.

Cost: $99.95 for educational use (including public performance rights); $49.95 for home viewing only.

Shipping: If you are paying by credit card or check (payable to Thirteen/WNET), add $4 for shipping and handling. If you are paying by purchase order, add $10 for shipping and billing.

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Program 1: THE EDUCATION FACTORY

Concept

During America's period of rapid urban and industrial growth, cities nationwide built schools to teach an immigrant population the rudimentary skills needed to work the assembly lines. Not surprisingly, these schools were modeled after the most successful institution of the time – the factory.

America's economic priorities have changed. Today's information-based society requires a greater number of workers who can think critically and solve complex problems. With the shift of industry away from urban centers and the deterioration that followed, the conditions that allowed schools to function in the past no longer exist. In this age of high technology, the factory model has become obsolete.

Many calls for reform fail to challenge the fundamental structure of schools. *The Education Factory* explores whether solving today's crisis requires – not incremental measures – but a complete overhaul of the system.

"The crisis in urban education is not new. The youngsters have always been around. But we really didn't need them in the economy as educated people up until now. They could leave school and still achieve all their adult responsibilities.... Today's youngsters must finish high school to have a reasonable chance to succeed in the job market. That's the difference."

– Dr. James P. Comer, Director, School Development Program, Yale Child Study Center

Summary

Learning begins at the sound of a bell. Classes are interrupted by late arrivals and frequent public announcements. Every 45 minutes, 2,000 students saunter down long, dark hallways as monitors bark into walkie-talkies. Another bell, another classroom, another teacher – by the end of the day, a single teacher may have "fitted" up to 150 students with another "piece" of education. Life at schools like Trenton High School in New Jersey often resembles factory work: routine, repetitious, anonymous.

Built in 1932, Trenton High School was a model school in a thriving industrial city. Today its student population confronts drug abuse, teen pregnancy, and street violence. Unable to respond to the needs of its students, the school "just pushes the kids through." Attempts to change the system have been haphazard, creating even greater frustrations for teachers. As one teacher said, "We've had Operation School Renewal, Operation Outward Bound, Operation Upward Bound and Action Bound. As soon as the federal funds fizzle out, the program fizzles out." Student frustration is expressed more graphically: the dropout rate is over 50%.

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Solution in Progress

New Jersey School-Based Youth Services Program

The atmosphere of the New Brunswick High School service center is in striking contrast to the rest of the school. Open from 8:00 A.M. to 9:00 P.M. five days a week, the center is equipped with a ping-pong table, a large-screen television, computers, and a kitchen. Around the center's main area are offices housing a psychologist, a social worker, and counselors. Events ranging from health fairs to museum outings to fashion shows are designed to attract students.

The New Jersey Department of Human Services sponsors programs like this one at or near vocational, junior-high, and high schools throughout the state. Each program links school services with human services systems through local community agencies. Using a "one-stop shopping" approach, the goal is to prevent students with complex problems from "falling through the cracks" and dropping out of school.

At the New Brunswick High School service center, health and dental screening, psychological counseling and medical treatment are coordinated with the University of Medicine and Dentistry of New Jersey. Career counseling and employment training are offered through the Job Training Partnership Act Program. The Center is also linked with the Greater New Brunswick Day Care Council, which helps pregnant students find child care and the Civic League for a Greater New Brunswick, which runs programs to attract dropouts back to school. The center is managed by New Brunswick Tomorrow, a nonprofit agency involved in the revitalization of the city and funded largely by Johnson & Johnson.

According to Edward Tetelman, Assistant Commissioner, New Jersey Department of Human Services, "Both the school and the social services are working together to provide a safe place where kids can go and find caring adults who are going to give them a positive experience."

(Further information: see **Reform Initiatives Nationwide**, p. 10.)

Issues to Discuss

1. What is meant by *education*? What are the goals for effective schools for the 1990s?
2. Should the responsibility for educating our youth rest solely on the schools? In your community, do family, church, social service agencies, business, and government play a role in education? Should their roles be expanded? How?
3. Explore the social and economic changes in your community over the past 50 years. Have the schools changed in response? Have the changes been effective? Why or why not?
4. Because of the success of youth service centers, Trenton High School has just moved its center on premise from a nearby location. How can the integration of human services address the factory model? How can it impact on the basic structure and operation of schools? What steps would a factory-model school have to take to make a program like New Jersey School-Based Youth Services successful?
5. What are the impediments to reforming factory-model schools? What makes some schools pursue change and others avoid it?

Elements of a Solution

- **A commitment by schools and the community to meet the needs of youth at risk**
- **A comprehensive approach to personal and family problems as well as community issues affecting youth at risk**
- **Collaboration among schools, social service agencies, and community groups to provide needed services**
- **Providing services that are readily accessible and non-threatening to students**

"America must confront, with urgency, the crisis in urban schools. Bold, aggressive action is needed now to avoid leaving a huge and growing segment of the nation's youth civically unprepared and economically unempowered. This nation must see the urban school crisis for what it is: a major failure of social policy, a piecemeal approach to a problem that requires a unified response."

– Dr. Ernest L. Boyer, President, The Carnegie Foundation for the Advancement of Teaching

Program 2: THE DISENGAGED

Concept

Four thousand young people drop out of America's educational system every day. This means that for every four students who start school, one will drop out. In urban centers, the rate is as high as six out of ten. These students have decided that school has no connection with the lives they lead or the future they envision. They often prefer to just "hang out" and believe no one will even notice they are missing.

By looking at factory-model schools through the eyes of three such students, *The Disengaged* examines whether it is they who have failed, or the system that has failed to engage them.

"Children from low-income areas have difficulty in factory-model schools in part because the school doesn't have the flexibility to respond and create the kinds of relationships that will make the children feel comfortable. Sometimes they don't have negotiation skills; they can't work things out in a fight and are viewed as bad kids. The response on the part of the schools is to try and control the youngsters; punish them in an effort to control; and to have low expectations for them."

– Dr. James P. Comer, Director, School Development Program, Yale Child Study Center

Summary

The Disengaged explores the relationships among three New York City at-risk teenagers, their schools, and the urban environment.

Fernando is an "in-school dropout." Finding that most classes have "nothing to do with what's going on right now," he cuts three or four of his eight classes each day and spends the time in the stairwells, the bathroom or the cafeteria. Fernando finds it easy to cut class; it is impossible for the school to keep track of over 3,000 students. Although he is physically present in the building and counselors provide ongoing support, the school has not been able to reach him. For now it is more important for him to be with his friends. As one of his friends says, "Good grades do not make you famous."

Amado is a recent dropout. A smart young man with a dream of becoming "the next Donald Trump," he doesn't see a relationship between his education and success in business. As Amado puts it, "School doesn't prepare you – it doesn't tell you what land is good to buy and what land is bad to buy. I don't think that school can help you with real estate."

Edgar is a victim of the inner city. Until recently he was homeless, living in abandoned buildings. With the guidance of caring adult counselors, he is determined to be somebody. But the reality is that he will probably need more than a high-school diploma to overcome the obstacles of life in the inner city.

Solution in Progress

Accelerated Schools Project

Slow-paced remedial instruction has been the traditional cure for poor achievement levels of youth at risk. At Hoover Elementary School in Redwood City, California, where 90% of the population are Mexican immigrants, the approach is just the opposite – a fast-paced curriculum that engages students as active learners.

Hoover is one of forty elementary schools nationwide that have adopted the Accelerated Schools Project, designed to bring children in poverty-affected, largely minority schools up to grade level by the end of sixth grade. The program is based on the premise that remedial work, with its reduced content and emphasis on drill and practice, stigmatizes children and widens the achievement gap.

Central to Hoover's success is the mobilization of the school community around a unity of purpose. Just three years ago, only fifteen parents attended a back-to-school night. But today the school has became an active learning center for the whole community, with a low-cost extended school-day program that offers classes for parents and academic enrichment activities for students. The Family Math Program is designed to increase students' critical thinking and problem solving skills.

The school curriculum, planned by teams of teachers, is based on the strengths of the children. It emphasizes language instruction which begins in Spanish, with a gradual transition to English in the upper grades. Other parts of the curriculum support this approach. For example, Project Read, a literature-based reading program, builds on students' existing vocabulary, while cross-cultural events contribute to students' self-identity and a shared appreciation of the area's diverse cultures.

(Further information: see **Reform Initiatives Nationwide**, p. 10.)

Issues to Discuss

1. Does the term *dropout* imply a value judgment about the individual, the school, or the system? Does it accurately describe each of the three youths depicted in the program?
2. How can schools engage students and encourage them to feel responsible for their own education?
3. How has the factory model perpetuated parents' feelings that their responsibility ends at the schoolhouse door? Contrast this with Fernando's comment, "I cut inside because if I come outside, [I risk] getting caught by my parents."
4. Why do you think the Accelerated Schools Project stresses intervention at the elementary level? Why might a school district prefer to dedicate limited funds to intervention at the middle or secondary school level?

Elements of a Solution

- **Redefinition of the school as a learning center for students, parents, and the community**
- **Commitment of all participants to goals defined by each school that guide the development of school policies**
- **Maintenance of high expectation levels for all students**
- **Emphasis on the language, cultural traditions, and family structures of the student population within the curriculum**

"An effective approach to educating the disadvantaged should be characterized by high expectations, deadlines by which such children will be performing at grade level range, stimulating instructional programs, planning by the educational staff who will offer the program, and the use of all available resources including the parents of the students..."

– Dr. Henry Levin, Director, Center for Educational Research at Stanford University

Program 3: THE GOOD SCHOOL

Concept

From Friday night basketball to the Senior Prom, Americans treasure their memories of school. Yet, increasingly, schools are looking behind these rituals and reexamining some long-held beliefs about the structure and operation of schools. *The Good School* explores how successful school restructuring can change the conditions of teaching and learning.

Theodore Sizer of the Coalition of Essential Schools, has articulated a vision that is guiding reform efforts by secondary schools nationwide. Essential Schools stress the mastery of a limited number of basic skills and areas of knowledge. The schools' goals apply to all students who become active participants in the learning process. Teachers act as guides and resources. Because teaching and learning are highly personalized, the Coalition rejects a single formula for school reform. Instead, Essential Schools share a set of ideas about what education should be.

"Central Park East has taught me that I'm not a statistic. I'm a black person, and going to a school with a majority of Hispanics and blacks. I'm not a minority. I'm not there to prove anything to the world. They've allowed me to grow and accept myself and my ideas. Maybe I'll go somewhere where the majority doesn't think the same as I do. But they've taught me it's okay for that."

– Lindsay Greene, Student, Central Park East Secondary School

Summary

A member of the Coalition of Essential Schools, Central Park East Secondary School in East Harlem, New York, has gone beyond superficial changes to redefine the fundamental relationships between school, teacher, student, and community. In *The Good School*, Principal Deborah Meier discusses an approach to teaching and learning that has brought national attention to Central Park East.

Lindsay Greene, a student at Central Park East, describes her education as a group process and her advisor as a second parent. Each morning students meet in small groups with a faculty advisor and discuss topics that range from personal problems to school planning. Two classes follow – math and science in the morning, humanities in the afternoon. The curriculum is developed and taught cooperatively by teams of teachers. Organized thematically, it allows for interdisciplinary study and incorporates a variety of learning and teaching styles. The humanities theme this semester is the acquisition of political power using the American Civil Rights Movement and South Africa as examples. Students are also required to fulfill three hours of community service each week.

Lindsay's parents are part of the process, too. Her father was intimidated by his own school experiences, but Lindsay's teachers have successfully drawn him in. Three times a year Lindsay and her parents meet with teachers to discuss her progress. Constant contact is maintained through telephone calls and newsletters.

Such mutual respect among partners in education is the philosophy of this small, democratically run school. Moreover, it requires no greater public funding than a traditional high school does. The key question is, How do we make such exceptions the rule?

(Further information: see **Reform Initiatives Nationwide**, p. 10.)

Solution in Progress

Cooperative Learning

As twelve hands shoot into the air, Adam sinks into his seat, embarrassed at having given the wrong answer. In this typical classroom, students compete with each other for good grades and teacher approval. One student's success is measured against another's failure. As a result, Adam and his peers eventually develop their own code of behavior that discourages academic achievement and promotes failure.

At the Village Woods Middle School, a predominantly black school just outside Fort Wayne, Indiana, the emphasis is on learning together. Using an instructional model called "cooperative learning," sixth-grade math students of varying abilities work in teams of four or five. Individual students progress at their own pace, take tests, and receive individual grades, but their teams are also rewarded for improvements they make collectively. In that way, low achievers can get the same rewards as high achievers. Because they are rewarded for their teams' accomplishments, students are motivated to help each other succeed.

Cooperative learning is used in elementary and middle schools throughout the Fort Wayne area to facilitate the teaching of reading and math. It was introduced to the ethnically diverse district by Superintendent Michael Benway. Faced with a situation in which inner city black children would be attending all-white schools in rural parts of the county, the district has successfully used cooperative learning to encourage the children's acceptance of each other.

According to Dr. Benway, "Cooperative learning has exceeded our expectations in improving student achievement levels and facilitating racial harmony. The unexpected bonus is that it has revitalized and reenergized a very mature teaching staff."

(Further information: see **Reform Initiatives Nationwide**, p. 10.)

Issues to Discuss

1. Are the principles that have guided the development of Central Park East transferable to schools in other settings? How can Central Park East be a model for schools nationwide?
2. Central Park East has replaced discipline by engaging students in the life of the school. How might these changes be effected in your community?
3. Cooperative learning is an instructional method used in many schools nationwide. How does this method change relationships among students? Among students and teachers? How might this enhance the ability of students to learn?
4. When asked how he copes in a class of students with varying academic levels, a student at Central Park East says, "My job is to help them get up to the level that they need to be at." How can schools engender a spirit of collaboration among students? Under what conditions is competition an effective means of motivating students to perform?
5. Compare Fernando, Amado, and Edgar from Program 2 with the students at Central Park East. What effect has peer pressure had on students featured in both programs?

Elements of a Solution

- **Open dialogue between teachers, students, and parents regarding program goals and student progress**
- **Reduction of school and class size, allowing for small mixed-ability groupings of students and personalized learning**
- **Opportunities for students and teachers to meet and talk during the school day**
- **The fostering of a collaborative spirit among students**

"Research on cooperative learning and peer tutoring has shown that programs in which students help each other to learn can enhance their achievement. Further, the social benefits and increased self-esteem of students working together are considerable.... In a time of increasing expectations...we cannot ignore a powerful, free instructional resource available in any school: The students themselves!"

– Dr. Robert Slavin, Director, Elementary School Program, Center for Research on Elementary and Middle Schools, Johns Hopkins University

Program 4: MAKING THE SYSTEM WORK

Concept

School districts nationwide are experimenting with ways of making schools more flexible and responsive to changing needs. *Making the System Work* explores the complexities of school restructuring and the conflicting interests that make up the education system.

Districtwide restructuring involves shifting decision-making responsibilities from the central office to the school. Such autonomy often encompasses three areas:

- **school-based management, including greater control over budgets and greater responsibility for how and what is taught;**
- **increased shared decision-making among teachers, administrators, parents, and students;**
- **professional levels of compensation for teachers.**

The successes and failures of such experiments will signal educational reform nationwide. Some experts are looking to early intervention programs in the belief that it will take a generation to reverse the factory-model mentality. Others say that such reform will require nothing short of a social and political revolution.

"To a certain extent I think that what we're doing here in Rochester has worldwide implications. It has historical implications. Everybody's watching us. If we succeed then democracy in schools will succeed, I believe, nationwide and worldwide. If we fail, nobody else is going to try it."

– Anita Boggs, Principal, Public School #9, Rochester, New York

Summary

In Rochester, New York, an all-community effort is fostering the wholesale restructuring of a school district of 35,000 students. Spurred by dropout rates of 33% and led by the city's Urban League, Rochester responded to a "call to action" from community groups which demanded involvement in education and higher academic standards.

The key to the first phase was a commitment to restore the teachers' status as professionals. With empowerment comes responsibility. The contract negotiated by the Rochester Teachers' Union provided for school-based management and home-based guidance. Local school policy is determined by teams of teachers, parents, and administrators. Teachers are responsible for maintaining contact between the school and the home through in-school advisory groups and home visits. In return, teachers are compensated as professionals – an experienced teacher can earn up to $68,000 a year.

Reaction has been mixed. Community groups, eager for results, contend that reforms have focused on teachers and the business community but have not yet reached students or their parents. Many teachers feel threatened by the changes and complain at being asked to play the roles of administrator, guidance counselor, psychologist, and friend. But other teachers relish the special opportunity that Rochester offers, and the city is drawing teacher applications from all over the country.

Solution in Progress

School-Based Management/Shared Decision-Making

One hundred and thirty public schools in Dade County, Florida, are revolutionizing the way schools are organized and administered. With approved waivers regarding local school board rules, teacher labor contract provisions, and even State Department of Education regulations, teachers and principals have redesigned almost every aspect of their schools, from the kinds of textbooks they use to the way teachers are hired and evaluated. Some schools have restructured the school day, creating smaller classes, and even agreed to contract out for specialized professional services.

These Dade County schools are part of two pilot projects – School-Based Management/Shared Decision-Making and Partners in Education – which began in 1986 and 1987. Participating schools receive the same level of funding as all other Dade County schools but they can allocate their budgets however they see fit. Schools are also free to set up whatever governing structure they wish, provided that teachers are given a significant role in school planning and decision-making.

At Myrtle Grove Elementary School in the metropolitan Miami area, decisions are made by a steering committee designated by the faculty. It is made up of one representative from each grade level, a representative from each special area, a parent representative, and the principal and assistant principal. By creating parallel scheduling in languages, computers, and media, departments within the school worked together to reduce the size of reading classes by 50% without hiring additional staff.

Although the principal was reticent at first, School-Based Management/Shared Decision-Making was adopted to enlist a greater commitment from teachers and parents. Change was slow while the steering committee defined its role as a decision-making body rather than simply a discussion group. But now there is a new spirit in the school, exemplified by a line in the new school song written by one of the teachers: "We've decided to be a winner."

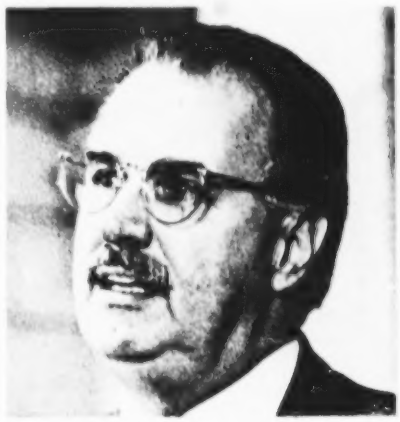
(Further information: see **Reform Initiatives Nationwide**, p.10.)

Issues to Discuss

1. Some experts dispute the ability of large, urban school districts to rebuild an entire system from the ground up. What are the advantages of restructuring schools by districtwide mandate? What are the disadvantages?
2. How does your local community finance schools? Is the system adequate to meet the challenges of systemwide reform? What changes would need to be made?
3. What roles must parents, community leaders, teachers, and administrators play in fostering promising experiments in school reform? What role would you play in facilitating school restructuring in your district? What ongoing support would you be able to give a newly restructured school?

Elements of a Solution

- **Renewed commitment to improving teaching and learning**
- **Involvement of teachers, administrators, parents, and students in school restructuring to ensure broad-based support**
- **School responsibility for questions of budget, staffing, and delivery of instruction**
- **Creation of accountability system compatible with school-based management**



"Let me tell you what happened in Miami – nothing short of a revolution. Some schools chose to be open on Saturdays – others contracted their language programs out to Berlitz – some schools had an extended day program –others altered class size. The common denominator was the renewed energy and excitement that came when people could really influence what went on in their school buildings."

– Dr. Joseph Fernandez, Chancellor, New York City Public Schools

Action for Education

The need for reform in public education has become increasingly apparent to anyone familiar with the plethora of statistics on dropouts, youth unemployment, and declining aptitude scores. What distinguishes the current wave of reform from previous efforts is the willingness to re-examine the foundations on which our education system is built and to consider alternative models and approaches to education. Part of that is the realization that the schools can't do it alone – that we must bring together the home, community, business, social service agencies, government, and the students themselves to get the job done.

How can a concerned citizen begin to approach such a complex problem?

First, recognize the need for school restructuring and join with like-minded people in local coalitions that draw from all constituencies in the community.

Second, network with people involved in similar efforts in your local area. The national organizations listed in *Selected Resources for Further Investigation* can refer you to existing organizations in your area. Many of the publications outline specific strategies that can be followed at the local level.

(Continued on next page)

Reform Initiatives Nationwide

• **Accelerated Schools Project**, Center for Educational Research (CERAS), School of Education, Stanford University, Stanford, CA 94305. (Contact by mail, please.)

The Accelerated Schools Project was developed by Henry Levin of Stanford University to bring at-risk students into the mainstream by the end of sixth grade. Schoolwide objectives guide activities that are dedicated toward accelerated progress, active participation and decision-making by school staff and parents, and responsibility for results; and that build on the strengths of all participants. (See **Solution in Progress**, p.5.)

• **The Center for Collaborative Education**, 1573 Madison Ave., Room 412, New York, NY 10029. (Contact by mail, please.)

This joint project of eight public schools (including Central Park East) promotes new approaches to learning. The CCE philosophy emphasizes small schools of choice and collaboration among all involved. Shared principles include: evaluation; active learning; social responsibility; and racial, ethnic and economic diversity of staff and students. CCE arranges school tours and speakers, distributes literature, encourages networking, and provides assistance in starting new schools. (See **Summary**, p.6.)

• **The Chicago School Reform Act**. Contact: Designs for Change, Inc., 220 South State St., Suite 1900, Chicago, IL 60604, (312)922-0317.

The Chicago School Reform Act resulted from the combined work of over 60 organizations, including those from business and the community. It provides for greater parental and community control over Chicago's 594 schools. Enacted in 1989, it established a school-based governance plan. Local councils, whose members are trained, hire principals and participate in deciding school policy. Principals do not receive tenure, but have expanded authority. Teachers organize professional advisory councils to make recommendations about curriculum.

• **Coalition of Essential Schools**, Box 1938, Brown University, Providence, RI 02912, (401)863-3384.

Stemming from the work of Theodore Sizer, members of the Coalition of Essential Schools share a set of nine common principles regarding a school's overall purpose, curriculum design, pedagogy, and assessment. Since 1984, 55 schools nationwide have joined the Coalition while others are experimenting with the Coalition's approach to school reform. (See **Concept**, p.6.)

• **Community Schools Program**. Contact: Dr. Candido de Leon, New York State Education Department, 2 World Trade Center, Suite 2746, New York, NY 10047, (212)488-2119.

The Community Schools Program aims to improve the academic performance of disadvantaged students through the collaboration of the school and community. Started in 1987, it focuses mainly on elementary schools. Community schools provide education, health services, and social services as well as extended day programs, weekend programs, and summer programs. Advisory committees involve parents, teachers, community-based organizations, churches, and union representatives.

• **Controlled Choice**. Contact: Michael Alves, Harvard University, 414 Canton Ave., Milton, MA 02186, (617)696-0147.

Controlled Choice refers to a system in which school choice is grounded in equity, and seats are allocated to students based on actual proportions of race, class, and ethnic composition in a region. A city's schools are divided into zones and are expected to become educationally equivalent within the zones. Parents choose desegregated schools within district guidelines based on information provided to them. Controlled choice is intended to be a practical way to improve schools; school systems are encouraged to share successful strategies and make improvements.

• **The Corridor Initiative**. Contact: Janet Price, Fund for New York City Public Education, 96 Morton St., New York, NY 10014, (212)645-5110.

The Corridor Initiative intends to bridge the gap between schools and the community. Still in the planning phase, it will combine two approaches to school reform: school-based management/shared decision making and the provision of community services in the schools. Clusters of elementary and middle schools will plan comprehensive programs. Schools will develop different strengths, providing a degree of choice for parents. Community-based organizations will furnish services and activities for students and their families.

• **Institute for Citizen Involvement in Education**. Contact: Herbert Green, 10 Seminary Pl., New Brunswick, NJ 08903, (201)745-5849.

The Institute for Citizen Involvement offers a course entitled, "Public Policy and Public Schools," to help parents understand the public education system and work effectively for school improvement. Geared towards parents in urban areas, the course teaches them how to become involved in curricular, personnel, and budgetary decision making. The course is offered tuition-free and is accredited by the American Council on Education.

• **Johns Hopkins Team Learning Project**, 3505 North Charles St., Baltimore, MD 21218 (Contact by mail, please.)

Research on cooperative learning has been underway at Johns Hopkins University since 1972. The Johns Hopkins Team Learning Project provides materials and training on cooperative learning methods to schools all over the world. Student Team Learning Programs already exist in reading, writing, language arts, mathematics, science, and U.S. history and can be adapted to virtually any subject. (See **Solution in Progress**, p.7.)

• **New Futures Initiative**. Contact: Tony Cipollone, Annie E. Casey Foundation, 31 Brookside Dr., Greenwich, CT 06830, (203)661-2773.

The New Futures Initiative calls for the creation of communitywide collaboratives made up of representatives from schools, businesses, health and social service agencies, law enforcement departments, and universities, to address the problems of at-risk youth. In 1988, Pittsburgh, Dayton, Little Rock, Savannah, and Lawrence, MA made a five year commitment to the program.

• **New Jersey School Based Youth Services Program**. Contact: Edward Tetelman, Assistant Commissioner, Department of Human Services, Capital Place One, 222 South Warren St., Trenton, NJ 08625, (609)292-1617.

SBYSP is a $6 million statewide program operated by the NJ Department of Human Services. It provides comprehensive services to teenagers at or near secondary schools. All sites provide health care; mental health, drug, and family counseling; employment services; and recreation. Many provide day care, family planning, and teen parenting education. The 29 sites are managed by public and nonprofit agencies, and schools. The SBYSP has recently been replicated in Iowa. (See **Solution in Progress**, p.3.)

• **Parents as Teachers**. Contact: Gwen Coe, Missouri Department of Elementary and Secondary Education, P.O. Box 480, Jefferson City, MO 65102, (314)751-2095.

Parents as Teachers educates parents of children from birth to age 5 in childhood growth and development. Since its inception in 1985, all school districts in Missouri are mandated to offer the program, marking the extension of state responsibility into the preschool years. Parents as Teachers is provided free of charge and participation is voluntary. Families meet with trained parent educators who screen for health and developmental deficiencies and promote parental involvement with schools.

• **Project EXCEL**. Contact: Lori Orum, National Council of La Raza, 548 South Spring St., Suite 802, Los Angeles, CA 90013, (213)489-3428.

Project EXCEL (Excellence in Community Educational Leadership) was initiated in 1985 to develop community-based programs to improve educational outcomes for Hispanics. It has developed six program models that help children meet elementary promotion requirements; provide after-school programs for secondary students; help school dropouts get GEDs; provide teachers with resources; teach parents to help their children; help parents improve their English reading and writing skills.

• **School-Based Management/Shared Decision-Making**, Dade County Public Schools, Bureau of Professionalization, 1450 N.E. Second Ave., Room 421, Miami, FL 33132 (305)995-1470.

School-Based Management/Shared Decision-Making is designed to give school personnel the opportunity to voice, plan, and implement their ideas on how students should be taught. They join with parents and business/community representatives to solve problems and develop new and creative projects that will meet students' needs. Participation is voluntary, based on submission of a proposal outlining how faculty and staff of each school would model and implement their program. (See **Solution in Progress**, p.9.)

• **Yale Child Study Center**, P.O. Box 3333, 230 South Frontage Rd., New Haven, CT 06510 (Contact by mail, please.)

Established in the mid-1960s, the Schools Program of the Yale Child Study Center headed by Dr. James Comer provides direct service to inner city schools in New Haven. The program focuses on the development of school personnel and the engagement of families in the education process. The program also provides consultation to schools throughout Connecticut and nationwide in the areas of child development and the creation of a healthy school atmosphere. Research studies aim at understanding how schools influence children and developing effective methods for changing their social environment.

Third, understand the context in which the change must take place. How does your local school system operate? Because each state, town, and city has a different situation, it is critical to understand the "nuts and bolts" of the system – funding, decision-making, curriculum, policy-making, etc.

Fourth, be open to a range of options, even those that seem radical and challenge entrenched interests. *Reform Initiatives Nationwide* describes innovative approaches to school reform currently in use in schools around the country.

Fifth, support restructuring initiatives in your local school system and research designed to evaluate the long term effects of these strategies.

Selected Resources for Further Investigation

Organizations

NOTE: The following organizations either serve the entire nation or act as umbrella organizations for local affiliates throughout the country. Most can refer you to organizations in your area. In the case of organizations concerned with a broad range of issues, only education-related functions are described. The full address and telephone number of each organization is included in its initial listing.

American Federation of Teachers, 555 New Jersey Ave., N.W., Washington, D.C. 20001, (202)879-4458. Teachers' union seeking to advance the professional and economic status of educators and school-related personnel. Supplies information on educational reform, professional issues, and curriculum issues from the teaching perspective.

ASPIRA Association National Office, 1112 16th St. N.W., Suite 340, Washington, D.C. 20036, (202)835-3600. Provides leadership development, advocacy programs, and services to Hispanic youth to foster self-confidence, success in education, and pride in cultural heritage.

The Business Roundtable, 200 Park Ave., New York, NY 10166, (212)682-6370. Stresses CEO involvement in school reform on the state and local level.

Center for Policy Research in Education, Eagleton Institute of Politics, Rutgers University, New Brunswick, NJ 08901, (201)828-3872. Consortium of four universities. Conducts research on state and local education policies focusing on school reform. Reports available.

Cities in Schools, 1023 Fifteenth St., N.W., Suite 600, Washington, D.C. 20005, (202)861-0230. Provides nationwide training and technical assistance to local programs that integrate human services into the schools. Call for referrals to local programs.

Committee for Economic Development, 477 Madison Ave., New York, NY 10022, (212)688-2063. National policy organization of business leaders that addresses long term economic issues through research.

Community Training and Assistance Center, 105 Beach St., Boston, MA 02111, (617)423-1444. Provides technical assistance and training to low-income and minority community organizations, small businesses, and public institutions. Fosters youth leadership, parental participation, and business partnerships.

Cornell Family Matters Project, Department of Human Development and Family Studies, Cornell University, Ithaca, NY 14853, (607)255-2260. Provides programs, training, and consultation services for home/school partnerships. Emphasizes family support from an empowerment perspective.

Council of Chief State School Officers, 400 North Capitol St., N.W., Suite 379, Washington, D.C. 20001, (202)393-8161. Coalition of heads of the educational system in each state to provide leadership in policy development and lobbying on Capitol Hill.

Council of Great City Schools, 1413 K St., N.W., 4th Floor, Washington, D.C. 20005, (202)371-0163. Coalition of urban public school districts focusing on policy and administration. Offers districtwide services, publications, research, and advocacy.

Council for Educational Development and Research, 1201 16th St., N.W., Suite 305, Washington, D.C. 20036, (202)223-1593. Coalition of regional laboratories and university-based research and development centers. Offers information on school-reform projects and referrals to local centers.

Education Commission of the States, 1860 Lincoln St., Suite 300, Denver, CO 80295, (303)830-3653. Engages in research and policy development for state legislators and education officials. Information clearinghouse and networking opportunities available.

FAMILY MATH, c/o Virginia Thompson, Lawrence Hall of Science, University of California, Berkley, CA 94720, (415)642-1823. Promotes parental involvement in mathematics education. Conducts courses and workshops internationally.

Hispanic Policy Development Project, 1001 Connecticut Ave., N.W., Suite 310, Washington, D.C. 20036, (202)822-8414. Think tank dedicated to issues involving U.S. Hispanics. Fosters cooperation with other Hispanic organizations. Provides research and publications.

Home and School Institute, c/o Special Projects Office, 1201 16th St. N.W., Washington, D.C. 20036, (202)466-3633. Promotes parent, business, and community involvement with schools through training programs, curriculum packages, and publications.

The Institute for Educational Leadership, Inc., 1001 Connecticut Ave. N.W., Suite 310, Washington, D.C. 20036, (202)822-8405. Works at the national, state, and local level to create coalitions in support of educational reform. Provides programs, research, publications, and networking opportunities.

Institute for Responsive Education, 605 Commonwealth Ave., Boston, MA 02215, (617)353-3309. Promotes parent and citizen involvement through research, policy development, technical assistance, advocacy projects, and publications.

National Alliance of Business, 1201 New York Ave., N.W., Washington, D.C. 20005, (202)289-2888. Organization of businesses involved in partnerships with schools. Training programs, seminars, and publications available.

National Association of Partners in Education, 601 Wythe St., Suite 200, Alexandria, VA 22314, (703)836-4880. Provides training and advice to school districts and community leaders in school volunteer and partnership programs.

National Association of State Boards of Education, 1012 Cameron St., Alexandria, VA 22314 (703)684-4000. Advocates strong state leadership in policy making, equality of access to educational opportunity, and citizen support for public education. Provides technical assistance, research, and services to state boards.

National Coalition for Parent Involvement in Education, Box 39, 1201 16th St., N.W., Washington, D.C. 20036. Loosely knit coalition of 30 national organizations. Offers publications and referrals to local organizations.

National Coalition of Title I/Chapter I Parents, Edmonds School Building, Room 201, 9th & D Sts., N.E., Washington, D.C. 20002, (202)547-9286. Strives to improve parent involvement and educational opportunities for low-income children. Information, training service, and workshops available for parents and educators.

National Committee for Citizens in Education, 10840 Little Patuxent Pkwy., Suite 301, Columbia, MD 21044, (301)997-9300. Provides information clearinghouse, resources, publications, and training to parents, educators, and citizens. Promotes parent and community involvement in local decision-making. Operates toll-free, bilingual hotline (1-800-NETWORK) for advice and information on educational topics and parental participation.

National Community Education Association, 119 North Payne St., Alexandria, VA 22314, (703)683-NCEA. Promotes the school as a center for community involvement, community partnerships, and lifelong learning. Conferences, publications, and workshops available.

National Conference of State Legislatures, 1050 17th St., Suite 2100, Denver, CO 80265, (303)623-7800. Offers direct technical assistance and policy development for state legislators.

National Council of LaRaza, 810 First St. N.E., 3rd Floor, Washington, D.C. 20002, (202)289-1380. National umbrella organization for community-based groups dedicated to improving opportunity for U.S. Hispanics. Carries out research and policy analyses, advocacy, public information, and special projects.

National Education Association, 1201 16th St. N.W., Washington, D.C. 20036, (202)822-7200. Works with community, parents, business, and civic leaders, and on Capitol Hill, to develop programs that speak directly to local educational needs. Publications available.

National Governors' Association, Hall of States, Office of Public Affairs, 444 North Capitol St., Suite 250, Washington, D.C. 20001, (202)624-5330. Instrument through which the nation's governors collectively influence development and implementation of national policy.

The National PTA, c/o Education Specialist, 700 North Rush St., Chicago, IL 60611 (contact by mail, please). Unites home, school, and community to promote the education, health, and safety of children, youth, and families. Volunteer opportunities, local program planning, publications, and activity kits available.

National School Boards Association, 1680 Duke St., Alexandria, VA 22314, (703)838-6722. National representative for state school board associations and local school boards. Offers training and programs for school board members, policy development, federal relations, research, technical assistance, publications, information services, and references about public schools.

National Urban League, Inc., 500 East 62nd St. New York, NY 10021, (212)310-9213. Umbrella organization for local leagues that provide educational support programs, information, services to improve education, and employment opportunities for local urban youth.

The Urban Institute, 2100 M St., N.W., Washington, D.C. 20037, (202)857-8720. Emphasizes school/business partnerships, teacher and program evaluation, and drug abuse programs through policy development, research, and handbooks.

Professional Organizations

American Association of School Administrators, 1801 North Moore St., Arlington, VA 22209, (703)528-0700.

Association for Supervision and Curriculum Development, 1250 North Pitt St., Alexandria, VA 22314, (703)549-9110.

National Association of Elementary School Principals, 1615 Duke St., Alexandria, VA 22314-3483, (703)684-3345.

National Association of Secondary School Principals, 1904 Association Dr., Reston, VA 22091, (703)860-0200.

Publications

NOTE: The following publications are available free or at a moderate cost from the organizations listed.

A Blueprint for Business on Restructuring Education. National Alliance of Business.

Beyond the Bake Sale: An Educator's Guide to Working with Parents. National Committee for Citizens in Education.

Building Parent-Teacher Partnerships. Institute for Responsive Education.

Closing the Gap for U.S. Hispanic Youth. Hispanic Policy Development Project.

Children in Need: Investment Strategies for the Educationally Disadvantaged. Committee for Economic Development.

Choosing a School for Your Child. U.S. Department of Education, Office of Education Research and Improvement. Write to: *Choosing a School*, Consumer Information Center, Pueblo, CO 81009.

Cooperative Learning (videotapes). Association for Supervision and Curriculum Development (att: Order Processing).

Early Experience in Restructuring Schools: Voices From the Field. National Governors' Association.

The Evidence Continues to Grow: Parent Involvement Improves Student Achievement. National Committee for Citizens in Education.

First Teachers: Parental Involvement in the Public Schools. National School Boards Association.

Home/School/Community Involvement. American Association of School Administrators.

MegaSkills: How Families Can Help Children Succeed in School and Beyond. Houghton Mifflin, 2 Park St., Boston, MA 02108.

The National PTA Talks to Parents: How to Get the Best Education for Your Child. The National PTA.

Parent Involvement and Success for All Children: What We Now Know. Institute for Responsive Education.

Parental Empowerment Process: Building on Family Strengths. Cornell Family Matters Project, Cornell University Distribution Center, 7 Research Park, Ithaca, NY 14850.

Parents, Schools and the Law. National Committee for Citizens in Education.

Partnerships: Connecting Schools and Community. American Association of School Administrators.

The Progress of Reform: An Appraisal of State Education Initiatives. Center for Policy Research in Education.

Resource Guide on Parent and Citizen Participation in Education. Institute for Responsive Education.

Restructuring the Education System: Agenda for the 1990s. National Governors' Association.

Schools That Work: Educating Disadvantaged Children. U.S. Department of Education. Write to: *Schools That Work*, Consumer Information Center, Pueblo, CO 81009.

Standing Up for Our Children: Effective Advocacy in the Schools. Designs for Change, 220 South State St., Suite 1900, Chicago, IL 60604.

Teacher/Parent Partnerships Handbook. IMPACT II, PO Box 577, Canal St. Station, New York, NY 10013-0577.

We Can Rescue our Children: The Cure for Chicago's Public School Crisis - With Lessons for the Rest of America. The Heartland Institute, 634 South Wabash St., Chicago, IL 60605.

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